RELATIVE EFFECTIVENESS OF DIFFERENT TEACHING STRATEGIES & ITS EFFECT ON ACHIEVEMENT IN POLITICAL SCIENCE AT HIGHER SECONDARY SCHOOL LEVEL STUDENTS

A

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1.Introduction

From the ancient time teaching started to gain recognition as a profession, experts as well as common men began to wonder about the effectiveness of the teacher. The examples of Socrates, Drona, Plato, Christ, and Buddha are of common knowledge. Whether mythological or historical, both the eastern and the western records strongly suggest that the famous teachers were known to attract a large number of pupils around them and their glory used to be reflected in terms of the achievements of their pupils. It has been documented in our ancient literature that after a training period, testing competitions of Kshatriya princes were held to ascertain the learning outcomes attained by them. Put differently, it was a sort of public trial (test) of both the teacher and the taught. If a pupil failed to show mastery of knowledge and skills it indeed, indicated a failure of the both, may be more of the teacher. The episode of Arjuna-Ekalavya rivalry is a classical example of the pupil-outcome criterion for judging teacher effectiveness. Traces of such tradition are evident even today in the fields of Indian music and dance. Our famous musicians and dancers proudly declare who their gurus are. Even in the academic field, it is customary for students to boast which famous university -- oxford. Harvard or Yale -- they studied in or under whom they worked for their Ph.D. In turn, the institutions are proud to display and publicize the names of the students who have become accomplished in their respective fields. Thus, there is sufficient evidence to believe that teacher (teaching) effectiveness has been viewed more in terms of what happens to a learner than what a teacher does. In other words, what is crucial is not the teacher's act or behaviour, but the pupil's act or behaviour. One can infer that a teacher earns more if he enrolls a large number of children. However, he has to do his best to keep the enrolled children in the class month after

month,which subsequently depends on how good a job he does in teachingthe children. This practice appears to be quite effectivein motivating a teacher to play his role as an agent and atechnician more earnestly.While making the bold pronouncement of making educationan instrument for economic and social transformation of thenation, the Education Commission (1964-66) also emphasized theimportant role of the teacher as an agent of the envisaged economicand social change as well as that of a technician. Education as the main instrument of change has been emphasizedby the Education Commission (1966). It is yet not clear asto how to use this instrument to achieve fully the desired changes.In the realm of classroom teaching, it is the teachers whohave the greatest role to play to bring about the desired changesin their pupils. Changes in the teaching behaviour that the teachersexhibit would show changes in their pupils. Looking to thevariety of teaching situations that a teacher encounters in theclassroom, one can visualize the need for the teachers to have arepertoire of teacher behaviours and to be aware of their effectson pupil learning in these different situations. This demandscontinuous and sustained research efforts.Education is a complex system. Change in one of its aspectsmay demand a corresponding change in the other aspects. To give anexample, a change in the curriculum may immediately necessitatethe teacher to change his approach in presenting the changed curriculumand thus his teaching behaviours. This opens the gate forfresh research in the teaching of the new curriculum to get theoptimal result. Thus, one could see the profound potential theresearch in the field of teaching and teacher behaviour has.It can be easily argued out that the researches in teacher behaviour and teacher education are interdependent. TheEducation Commission (1966) has stated that j "The professionalpreparation of teachers, being crucial for the qualitative improvementof education, should be treated as a key area in educationaldevelopment and adequate financial provisions should be made forit, both at the State

and the National levels". An effective andadequate teacher education programme, whether it be ac pre-primary,primary, secondary or collegiate level, needs empiricalevidences that would establish its affectivity and adequacy.

2. Literature Reviews

Virginia Sapiro (2004, 5) defines political socialization as the question of "how people develop their basic sets of political skills, orientations, and practices, and how their experiences shape their politics." Research suggests that this process occurs primarily through familial ties (e.g., Achen 2002) or through interactions at school. Within an educational context, previous research has shown that political socialization starts in the primary grades and continues throughout students' educational life (Easton and Dennis 1967; Sapiro 2004). Furthermore, recent research suggests that what students learn in primary and secondary grades is the most significant educational factor affecting individuals' civic and political dispositions, even when controlling for those who attain higher education (Kam and Palmer 2008). Therefore, even when approaching political socialization from a developmental perspective (Merelman 1971), studying the role of schooling on the formation of students' political identities seems apt given that maturation of political thought corresponds with the time students spend within the confines of public education.

Yet, there is evidence that secondary students know relatively little about politics. In their analysis of National Assessment of Educational Progress data, Richard Niemi and Jane Junn (1998) report that 40 percent of students are unaware that political parties establish nominees for federal elections, including the presidency. Additionally, they observe that students cannot identify basic beliefs of the two major political parties or the role of political parties in common

governmental processes, such as passing laws. Students also display limited understanding of what constitutes lobbying and the influence it has on elected officials and governmental policy. Moreover, research on students from all grade levels suggests that they appear unsure about their role in the political process even though they often express clear attitudes toward politics and political issues. Although students acknowledge that citizens can influence public policy, most do not attribute that power to themselves or their immediate families. These findings raise the question of whether students view politics as something that merely influences their lives or as part of a democratic process in which common citizens, such as themselves, can participate for their own benefit (Hahn 1998).

Given the emphasis on institutional processes and characteristics of "good" citizens that often define civics and government curricula (Avery and Simmons 2000; Journell 2010a), it is not surprising that studies on students' perceptions of citizenship have found that most students define citizenship through character traits, such as helping others and obeying laws, rather than political aspects of citizenship. Even the idea of voting as a responsibility of citizenship, often considered the most basic act of political participation, appears far from universal among students (Chiodo and Martin 2005; Cooks and Epstein 2000; Hickey 2002; Martin and Chiodo 2007; Torney-Purta, Barber, and Wilkenfeld 2007). Research has also shown that students of minority groups and immigrant families often fail to identify with the American political process because of a lingering sense of loyalty to their homeland or a perception that the government does not represent all groups in society equally (Abu El-Haj 2007; Cooks and Epstein 2000; Torney-Purta, Barber, and Wilkenfeld 2007).

This is not to say, however, that students are politically ambivalent. Research on secondary students has shown that they often hold negative views about partisan politics and politicians,

although they concede that not all politicians are corrupt (Hahn 1998). Yet, in a study on the political efficacy of high school students, Andrew Forrest and Allyson Weseley (2007) exposed students to a number of campaign materials and found that students responded most favorably to negative advertisements, which correlated with a rise in students' feelings of efficacy and willingness to vote. Secondary students, in particular, also appear to be influenced by the political beliefs of their peers. David Campbell (2005) discovered that schools with homogeneous political compositions fostered shared attitudes on political participation and other civic norms. Students in schools with heterogeneous populations often experience increases of tolerance for diverse opinions but fail to acquire strong political beliefs and behaviors, a phenomenon that has also been observed in the general population (Mutz 2006).

Finally, Diana Hess (2009) has found that students appear to enjoy discussing controversial political issues in their social studies classes. Inclusion of political issues appears to improve students' opinions of their social studies classes as well as to make the curriculum more relevant to students' lives. Perhaps most important, Hess has found that discussing controversial political issues in school refines students' political identities by exposing them to divergent political beliefs. Even in seemingly politically homogenous classes, students report that they are more likely to recognize and appreciate ideological diversity if they are given the opportunity to discuss political issues on a regular basis. In fact, little is known about political instruction in secondary education. While research suggests that government teachers incorporate current events within their classroom instruction on a regular basis (Hahn 1998; Niemi and Junn 1998), few studies details how teachers go about teaching politics or current political events in their classrooms. In her work on controversial political issues, Hess (2004) has found that many teachers avoid these types of issues entirely, either out of fears of indoctrination, beliefs that

students may not be mature enough to engage in discussions of controversial issues, or concerns that they may disrupt the political climate of their school or local community. A study of New York social studies teachers by Nancy Niemi and Richard Niemi (2007) supports Hess's observations. The teachers all emphasized the importance of voting and making well-informed political decisions, but they did not attempt to cultivate their students' political ideologies, stating that students' political beliefs were personal and therefore not appropriate for classroom instruction. Of the teachers who do engage students in discussions of controversial issues, Hess has found that the majority attempt to strike an ideological balance in their instruction by presenting both sides of a political issue without advocating a certain ideological position.

Outside of teacher disclosure and the decision of whether to engage students in discussions of controversial political issues, there exists little empirical research on how teachers foster interest and increase student understanding of politics and political events. The majority of literature in this area consists of theoretical suggestions for teachers (e.g., Cousins 1984; Eaton 2004; Risinger 2007); and of the empirical research on teaching political events, most rely on surveys.

3. Significance of the study

The Researcher strongly feels that, this research work will be useful forthe following purposes.

- To decide the strategy for teaching Political Science.
- To improve the achievement of objectives in teaching and learning ofPolitical Science.
- To make interest in Political Science by using different methods ofteaching with moderncomputers and information technology.
- To improve reasoning ability in Political Science by using differentmethods of teaching, modern technology.

- To decide the different aspects for improving achievement inPolitical Science.
- The study is supposed to reflect valuable inputs in Political Scienceeducation that results, in turn, encourage the active teachers, schooladministrators, Headmasters, Principals, policy makers and educatorsto focus on the use of computers and new technology and softwares inthe teaching of Political Science.
- To study the computerized interventions have a number of inherentadvantages relative totraditional instructional methods for younginattentive students, some of which are not unique to that population.

4. Objectives of the Study

- To study the achievement in Political Science of experimental group(Computer Assisted Instruction method of teaching) and control group(Traditional Method of Teaching).
- To study the achievement in Political Science of boys and girls ofexperimental group andcontrol group.
- To study the achievement in Political Science of boys and girls of theexperimental group and control group in relation to their high and lowreasoning ability.To study the achievement inPolitical Science of boys and girls of theexperimental group and control group in relation to their high and lowinterest.
- To compare achievement score in Political Science between theexperimental group (Computer Assisted Instruction method of teaching)and Control group (Traditional method of teaching).

- To compare achievement score in Political Science between experimentalgroup (Computer Assisted Instruction method of teaching) and controlgroup (Traditional method of teaching) in relation to different levels ofreasoning ability.
- To study the interaction between the methods of teaching and differentlevels reasoning ability.
- To compare achievement score in Political Science of experimental group(Computer Assisted Instruction method of teaching) and control group(Traditional method of teaching) in relation to different levels of interest.
- To study the interaction between the methods of teaching and differentlevels of interest.
- To compare achievement score of girls in Political Science of experimentalgroup (Computer Assisted Instruction method of teaching) and controlgroup (Traditional method of teaching).
- To compare achievement score of boys in Political Science of experimentalgroup (ComputerAssisted Instruction method of teaching) and controlgroup (Traditional method of teaching).
- To compare achievement score of girls in Political Science of experimentalgroup (Computer assisted instruction method of teaching) and controlgroup (Traditional method of teaching) in relation to their differentlevels of reasoning ability and also to study their interaction between themethods of teaching and reasoning ability.
- To compare achievement score of boys in Political Science of experimentalgroup (Computer assisted instruction method of teaching) and controlgroup (Traditional method of teaching) in relation to their differentlevels of reasoning ability and also to study their interaction between themethods of teaching and reasoning ability.

- To compare achievement score of girls in Political Science of experimentalgroup (Computer assisted instruction method of teaching) and controlgroup (Traditional method of teaching) in relation to different levels ofinterest and also to study their interaction between the methods ofteaching and interest.
- To compare achievement score of boys in Political Science of experimentalgroup (Computerassisted instruction method of teaching) and controlgroup (Traditional method of teaching) in relation to different levels ofinterest and also to study their interaction between the methods ofteaching and interest.

5.Hypotheses of the study

Based on the above objectives and research questions the following null hypotheses have been formulated.

H1: There is no significant difference between the mean achievementscore in Political Science of experimental group and control group

H2: There is no significant difference between the mean achievementscore in Political Science of experimental group and control group inrelation to different levels of reasoning ability

H3: There is no effect of interaction between the method of teachingand reasoning ability on students' achievement score in Political Science.

H4: There is no significant difference between the mean achievementscore in Political Science of experimental group and control group inrelation to different levels of interest.

H5: There is no effect of interaction between the method of teachingand interest on students' achievement score in Political Science

H6: There is no significant difference between the mean achievementscore of girls in Political Science of experimental group and control group

H7: There is no significant difference between the mean achievementscore of boys in Political Science of experimental group and control group

H8: There is no significant difference between the mean achievementscore of girls in Political Science of experimental group and control group inrelation to their different levels of reasoning ability

H9: There is no significant difference between the mean achievementscore of boys in Political Science of experimental group and control group inrelation to their different levels of reasoning ability.

H10: There is no significant difference between the mean achievementscore of girls in Political Science of experimental and control group inrelation to their different levels of Interest.

H11: There is no significant difference between the mean achievementscore of boys in Political Science of experimental group and control group inrelation to their different levels of Interest

6. Research Methodology

Design of the present study is Quasi-experimental design. This research defining variables as follows:

- **Independent Variables (IV)**: Methods of teaching.
- **Dependent Variable (DV)**: Achievement in Political Science
- **Moderate Variables (MV)**: Reasoning Ability, Interest.

Interest and Reasoning ability are the Moderate Variable (MV) as these are the important for understanding or to learn Political Science and Teaching Methods i.e. Computer Assisted Instruction (CAI) and Traditional or Conventional Method of teaching is the Independent

Variable (IV) and Achievement test of the Political Science prepared for the 8th standard for selected chapters and it's score is the Dependent Variable (DV) for this research.

Tools Used:

The following tools will be used in the study:

The major tools of research in education can be classified broadly into the following categories.

- **Inquiry forms:** Questionnaire, Checklist, Score-card, Schedule, Rating Scale, Opinionnaire, and Attitude Scale and so on.
- **Interview**
- **Observation**
- **Sociometry scale**
- **E. Psychological Tests:** Achievement Test, Aptitude Test, Intelligence Test, Interest inventory,Personality measures, Reasoning Ability Test, Aptitude Test, etc..

7. Statement of the Problem:

The title of the present study is: "Relative Effectiveness Of Different Teaching Strategies & ItsEffect On Achievement In Political Science At Higher Secondary School Level Students".

8. Limitation of the study

The limitations of proposed study shall be as follows-

- The study will be confined to the sample of 400 numbers of South 24 pargana district in class XI & XII standard.
- The study will be confined to the sample of Govt; & privateSchool of the district
- As the sample for the present study will be selected South 24 pargana district.

- All possible necessary steps will be taken to make the studyobjective and scientific.However, the study cannot be anexception to errors and personal biases of human judgement.

9.Time Frame of Research work

Research phase	Objectives	Approximate time period and considerations
1.Backgroundresearchand literature review	• Design questionnaires • Identify channels for recruiting participants • Finalize sampling methods and data analysis methods	3months
2. Research design	• Recruit participants and send outquestionnaires • Conduct semi-structured interviews withselected participants • Transcribe and code interviews • Clean data	3months
3. Data collection and preparation	• Statistically analyze survey data • Conduct thematic analysis ofinterview transcripts • Draft results and discussion chapters	6 months
4. Data analysis	• Statistically analyze survey data • Conduct thematic analysis of interview transcripts • Draft results and discussion chapters	6months
5. Writing	• Complete a full thesis draft • Meet with supervisor to discuss	8months

	feedback and revisions	
6. Revision	• Complete 2nd draft based on feedback • Get supervisor approval for final draft • Proofread • Print and bind final work • Submit	6 months

10. Proposed chapters of the thesis

The thesis is expected to comprise the following chapters;

Chapter I: Introduction

Chapter II: Review Of Related Literature

Chapter III: Research Methodology

Chapter IV: Data Analysis and Major Finding

Chapter VI: Over All Assessment and Concluding Remarks

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